

# Instructors can help students . . .

## How Do [Teachers Help] Students Become Self-Directed Learners?

Adapted from Ambrose, et al. (2010) *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass

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### Assess the task at hand

- Be more explicit than you may think necessary
- Tell students what you do *not* want
- Check student's understanding of the task
- Provide performance criteria with the assignment

for instructors

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### Evaluate their own strengths and weaknesses

- Give early, performance-based assessments
- Provide opportunities for self-assessment

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### Believe in the malleability of intelligence and the power of learning

- Address students' beliefs about learning directly
- Broaden students' understanding of learning
- Help students set realistic expectations

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### Reflect on and adjust their approach

- Provide activities that require students to reflect on their performances
- Prompt students to analyze the effectiveness of their study skills
- Present multiple strategies
- Create assignments that focus on strategizing rather than implementation

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### Apply strategies and monitor performance

- Provide simple heuristics for self-correction
- Have students do guided self-assessments
- Require students to reflect on and annotate their own work
- Use peer review/reader response
- Model your own metacognitive processes
- Scaffold students' metacognitive processes

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### Plan an appropriate approach

- Have students implement a plan that you provide
- Have students create their own plan
- Make planning a central goal of the assignment